The Social and Cultural Construction of Girls

A derivative based on the History of Women collection

Selected and edited by Jane Hunter, Lewis and Clark College

GUIDE TO THE MICROFILM COLLECTION

Primary Source Microfilm
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Publisher’s Note

The Social and Cultural Construction of Girls is a microfilm publication derived from the History of Women collection. It contains 183 titles selected and introduced by Jane Hunter, Associate Professor and Chair of the History Department and Director of the Gender Studies Program at Lewis and Clark College. The Sophia Smith collection at Smith College and the Schlesinger Library at Radcliffe College are the two renowned women’s history archives that form the core of this microfilm collection. Other contributing institutions include Harvard University, Yale University, New York Public Library, Boston Public Library, Jane Addams Hull House Library, Mcpherson Collection at Scripps College, Chicago Circle, and the Miriam Y. Holden Collection.

Reels

At the beginning of each reel, a “Contents of Reels” section is included, allowing users to locate documents without the printed guide in hand. The number preceding each entry corresponds to the item number originally assigned to the History of Women collection. Titles that are included both in the Gerritsen and the History of Women collections have been placed in the last reels and are also arranged chronologically.

About this guide

This guide contains six sections:

• Foreword
  Written by Cristina Favretto, Director of the Center for Women’s History and Culture, and Women’s Studies Bibliographer, Rare Book, Manuscript, and Special Collections Library at Duke University, this foreword introduces The Social and Cultural Construction of Girls as well as two other derivatives available from Primary Source Microfilm: The History of Science, Health, and Women and Women and World War I.

• Introduction
  Jane Hunter provides a detailed introduction to the collection contents, detailing how they can be used in research and teaching. Location of the documents quoted is indicated in parenthesis, the first number corresponding to the reel number and the second one to the item number.

• Author/Title Listing
  This section, arranged alphabetically, contains the bibliographic information for each title. At the end of each entry, the reel and item location numbers appear in italics.

• Contents of Reels
  This section lists all entries chronologically. At the end of each entry, the reel and item location number also appear in italics.

• Author Index
  Arranged alphabetically, this index allows the user to locate easily authors and works across the collection. The numbers following the entry represent the reel number followed by the item number. Ex: Appleton, Elizabeth [Author]: 2 [Reel Number], 730 [Item Number]

• Subject Index
  Also arranged alphabetically, this index enables the user to narrow a search using specific terms. The numbers following the entry represent the reel number followed by the item number. Ex: Adolescence [Subject]: 11 [Reel Number], 7091 [Item Number]
Foreword

By Cristina Favretto, Director of the Center for Women’s History and Culture, and Women’s Studies Bibliographer, Rare Book, Manuscript, and Special Collections Library at Duke University

Primary Resource Microfilm is making available three very important sources for the study of Women’s History topics: *The Social and Cultural Construction of Girls* (editor: Jane Hunter), *The History of Science, Health, and Women* (editor: Alice Dreger), and *Women and World War I* (editor: Margaret Higonnet). These collections will offer unprecedented access to primary, rare sources of materials which have often been “weeded out” of library collections, or have often never been purchased for academic libraries. Researchers in the fields of history, literature, women’s studies, sociology, the history of medicine, political science, and gender and sexuality studies will be fascinated by the trove of heretofore hard to find resources.

As a resource specialist for women’s studies as well as an archivist, I have witnessed the frustration of researchers confronted with the need to use primary sources when none were available. Topics dealing with women’s history and culture have, traditionally, not been collected as methodically and completely as those dealing with men’s topics; and rare and out-of-print books on women and the war experience, “girls’ culture”, and women and medicine are not commonly found on the shelves of most academic institutions. This “fugitive” literature has, however, experienced a surge of interest in the academic world. Research topics that have to deal with the quotidian aspects of women’s domestic and social lives are fast becoming a mainstay within many interdisciplinary strands of scholarly research. There is, furthermore, a need to explore these topics in depth and from a historically contemporary perspective. These three collections will prove essential in filling the gaps left in these fields by the absence or unavailability of both primary and rare or out-of-print materials.

The *Social and Cultural Construction of Girls* collection will aid in illuminating views and expectations of young girls in popular advice literature, as well as explicating the limitations of girls’ roles in society. There has been a veritable surge of interest in this “prescriptive” literature, as attested by the many recent offerings of research literature on this topic. Texts from the eighteenth and nineteenth centuries that explore the transitional period between girlhood and womanhood are quite rare in their original editions. They can be seen as veritable “how to” books that often used manipulative imagery to educate, castigate and define boundaries—but that are also in some rare instances empowering and truly instructive.
The *History of Science, Health, and Women* collection will make available the works of authors who were celebrated in their time, but now virtually unknown. These authors include William Andrus Alcott, cousin to the better known Bronson Alcott, father of Louisa May—and an early advocate of vegetarianism, the outspoken social critic Anna Laetitia Barbauld. This collection includes difficult to find items on women's diseases as seen through the lens of Victorian Morality, as well as household advice books aimed at young mothers, treatises on venereal diseases and prostitution, and books on the advisability of women doctors. This important collection is recommended for all academic libraries, and highly recommended for medical school libraries.

*Women and World War I* aids the serious researcher in documenting the relatively unexplored field of scholarship on women's contribution to the war effort, as evinced in the literature published by and about women in WWI. Up to now, women's roles in the world wars has been viewed almost exclusively as the work of WAACS and ambulance drivers; these books allow us to investigate women as journalists, as analyzers of the war effort, and as effective organizers on both the war and home fronts. Documents from the Young Women's Christian Associations, the Wellesley College Training Camp for the Women's Land Army of America, and from personal collections—correspondence, diaries, and autobiographical memoirs—prove invaluable in shedding light on the topic of women's lives and work in war time.

These three collections of primary and hard-to-find secondary sources will be widely used in academic libraries, and they will prove invaluable sources for scholars and researchers in a great variety of disciplines. The availability of these three collections will be welcomed as another step forward in uncovering important sources in the exploration of women's forgotten, neglected, or undocumented histories.
Introduction

By Jane Hunter, Lewis and Clark College

If the nineteenth century was the age of the child in the Euro-American world, as maintained by numerous historians, it was especially the age of the girl and the female adolescent, focusing many of its obsessions with gender, propriety, and social status on the appropriate education and activities of female children under the age of twenty. In focusing on girls and young women, ministers, physicians, educators and reformers of both sexes engaged a fundamental question. As reformer Mary Livermore put it in 1883, “What shall we do with our daughters?” is really the sum and substance of what, in popular phrase, is called the ‘woman question.’ For if tomorrow all should be done that is demanded by the wisest reformer, and the truest friend of woman, it would not materially affect the condition of the adult women of society.” (15, 3459) The debate about girls embraced a range of social, moral, economic, and political questions reflected in this diverse and valuable collection.

The issue of what to do with girls precipitated from changes within the economy. As the manufacture of goods moved out of the home and into factories, daughters of the middle class were no longer fully occupied by domestic industry. The question about what they might do instead occupied conservatives and progressives on both sides of the Atlantic, who took advantage of a publishing revolution to promote moral, aesthetic, health and national agendas of interest to themselves.

This collection draws on this rich debate to document the formative period in the modern construction of girlhood from the eighteenth century through the first decades of the twentieth century. It offers literature on an array of subjects with contemporary resonances, including menstrual protocols, debates on mass culture and the reading of novels, advice on diet, clothing, friendships, courtship and physical exercise. It suggests social expectations for different classes, ranging from the working girl to the college woman, and provides early social surveys on such matters as girl labor, and “unmarried girls with sex experience,” along with a survey on the legal status of girls and women in Michigan in 1894. In its focus and its range, this collection opens an array of subjects which are compelling teaching and research possibilities for contemporary undergraduates and more advanced researchers alike.
Researchers from varied fields have already brought new approaches to this topic. Scholars in cultural studies have focused on the construction of girlhood during this time period, synthesizing diverse texts (many represented here) to suggest, as did Lynn Vallone, the Disciplines of Virtue which characterized eighteenth and nineteenth century girlhood. Other scholars have focused on the language of girlhood itself, seeking the origins of the normative use of “girl” for young women well past puberty. (In fact, “girls” had been prepubescent children or domestic servants until the late nineteenth century.) Historian Sally Mitchell has suggested the role that the expectations of work for the middle class played in the increasing use of the term “girls” rather than “young ladies” to refer to all female teenagers.

Other historians of childhood and adolescence have focused not on the freedoms of the middle-class girl, but on her increased dependency as more “girls” went to high school and college and remained dependent on their parents. And much excellent work has focused on the “working girl” and her impact on popular culture, relations with the law, and with social workers. The special relevance of this topic to contemporary debates over the experience of girls has been demonstrated by historian Joan Jacobs Brumberg’s The Body Project: An Intimate History of American Girls. Whether as “young lady” earlier in the nineteenth century or as “girl” thereafter, however, the female adolescent was a relatively modern invention, a creation of a post-subsistence society which expected to grant her time after puberty before her entry into the burdens of child-bearing.

Early Modern Limitations

This collection offers a substantial chronological span, beginning with a glimpse of early modern expectations for girls. Because girls in this period lacked control over their destinies, fond parents and guardians worried about their futures. The wealthy among them began to write and buy volumes of advice to help their daughters prepare for their future limitations; as wives they could expect to claim no property of their own or separate status before the law. Under such circumstances, girls were counseled on how to make the most of a bad situation. Some of this early literature on strategies for survival is contained here in an eighteenth-century volume described as a “parents and guardians present”. Lord Halifax, for instance, explains to his daughter how to manage should she later find herself married to an ass. (He advised manipulation: “Take care he may be your ass.”) (1, 21)
Enlightenment Advances

The enlightenment raised questions about the prerogatives and responsibilities of girls as well as the rights of man. Especially in the new American republic, reformers and patriots encouraged the opening of young ladies’s academies in order to educate “republican mothers” capable of raising virtuous male citizens. This collection offers good evidence of these early educational institutions, including 1794 accounts of the commencement orations, examinations and bylaws of the Young Ladies’ Academy of Philadelphia, (1, 614) one of the earliest such academies, along with “an essay on the education and genius of the female sex.” (1, 401) Along with education, the new republic granted girls significant new freedoms, especially the freedom of marital choice. (This spirit is represented in this collection by the rich, teasing letters of Eliza Southgate [Bowne] to her cousin, in which she espouses her ideals of romantic friendship, and imagines what profession she might enter were she a man.) (7, 3144)

Refinement and Social Mobility

As a result of this education and of the spread of schools for all through the “common school” movement, female literacy had matched male literacy by the mid-nineteenth century in the United States, and was also high in England. In the fluid economic environment of the Victorian world, middle-class respectability was often less the result of fluctuating family fortunes than a family's claim on refinement and civilization, often concentrated in the bearing and accomplishments of its daughters, those whose labor was most expendable for the new bourgeoisie. Especially for rural or immigrant parents themselves unsure of the rules, Harvey Newcomb’s How to be a lady (4, 1474) or an 1836 sample of letters “designed to improve young ladies and gentlemen in the art of letter-writing, and in those principles which are necessary for respectability and success in life” offered guidance for how a girl might help her marriage prospects and her family’s claim to social standing. (3, 1229)

Beauty

Marriage to a young man of character and resources was the goal for most women of the nineteenth century and thereafter. Manners were important; but equally important in a competitive marriage market was physical beauty, which gained increasing importance in an age which allowed romantic love a prominent role in the free negotiation of marital contracts. In the early nineteenth century, girls were encouraged to imagine that moral virtue might produce the aura of beauty, as in a 1799 volume on “historical beauties” “intended to lead the female mind to the love and practice of moral goodness.” (1, 434) By the later century, writers had become more direct, one offering Talks with homely girls on health and beauty. (7, 3655)
**Facts of Life**

An increasing emphasis on personal refinement as a way of becoming respectable also instilled heightened taboos concerning animal functions of all kinds, as described by Norbert Elias and John Kasson. In the rearing of daughters, such concerns about refinement extended to reticence in families about menstruation and the facts of life. The advice literature moved to fill the void, contributing to Foucault’s famous argument that Victorians did not work to repress sexuality but instead discussed it obsessively. Modern readers, though, will be most impressed by the ingenuity with which Victorians constructed sexuality through mystification, talking around it in a way which caused many young readers to learn primarily how unspeakable it was. Typical is Dr. Mary Studley’s *What Our Girls Ought to Know*, (1878) with its chapter on reproduction entitled “How Plants and Animals Are Perpetuated.” This discussion on human reproduction begins with reference to “the violet and the anemone, the rose and the clematis, the aster and the golden-rod, and all the other bright attendants of the swift-going seasons,” and concludes “As with the plant, so with the animal”. It was not until 1917 that a British advice-writer dared to ask *Should girls be told?* (12, 7854)

**Female Precocity and Frailty**

The indirection of Victorian explanation to girls about menstruation and sexuality was promoted in part by a fear of precocity, a real enough phenomenon as the age of menarche declined accompanying increasing standards of nutrition. Accompanying the treatment of “monthlies” in the advice literature was a more generalized concern about female invalidism, especially surrounding reproduction. Scholars vacillate in their interpretation of why adult middle-class women were so often sick or thought to be sick, but whatever the explanation, contemporaries seemed to feel that the best solution was prevention. Girls were especially urged to take great care during their “monthlies” in order to avoid such later problems as prolapsed uterus. Dress reformers pointed to the corset as one cause of reproductive malfunction. Others pointed to diet. Girls were warned off sudden movement, climbing too many stairs, or inappropriate bathing. In any case, though, the advice literature conspired to encourage girls to feel that their path to reproductive maturity was treacherous and required the utmost vigilance to ward off future disaster.
Higher Education and Health

Concern over the health needs of maturing girls became politicized surrounding the issue of education in mid-century and beyond. Though private female academies had existed since the late eighteenth century, they could offer curricula, including so-called “ornamental” courses in art and music, tailored to the needs and supposed sensibilities of young females. Following the Civil War, the coeducational public high school raised numerous questions about the dangers of educating girls and boys from diverse backgrounds together. It was perhaps a concern about social commingling that prompted the publication of an English handbook of girls’ schools “designed for the use of persons of the upper middle class.” (15, 2900) Numerous debates (well-represented here) surrounded the subject of coeducation, and its possible costs to both girls and boys. School architecture was often an issue, as administrators worried about the impact of stairs on delicate female anatomy, but educators worried also about overstimulating the girls and providing a sufficiently rigorous course for the boys. The opening of colleges to women in the United States following the Civil War prompted especially keen debates. Contained here is Dr. E.H. Clarke’s famous pamphlet *Sex in Education* (1873) (14, 2596) as is its sequel, *The Building of a Brain* (1874) (6, 2595). Ostensibly a tract urging periodic rest for maturing girls, *Sex in Education; or, A fair chance for the girls* was also an attack on collegiate education for women, in which Clarke argued that the study of Greek would result in reproductive degeneration. (Educator M. Carey Thomas remembered that her generation of college women had been “haunted in those days by the clanging chains of that gloomy little specter.”) Clarke’s manifesto inspired spirited defenses of the healthfulness of the college woman, represented here by a response, *No sex in education; or, An equal chance for both boys and girls* (6, 2642), and other paeans to the college woman.

Physical Exercise and Sports

Appropriate physical activity had long been considered good practice, though, and advice manuals urged girls to significant walking regimens, sometimes suggesting several miles a day. In response to Dr. Clarke’s pointed attack on more advanced education for girls, schools and women’s colleges moved to supplement home practices and inaugurate vigorous programs first in calisthenics and noncompetitive exercise regimens. By the 1890s and thereafter, first colleges and then high schools introduced basketball and other competitive team sports, a subject also treated here. (British traveler Sarah Burstall’s 1894 report on *The education of girls in the United States* (16, 3925) noted that the Americans were behind the British in their introduction of girls’ team sports.)
Girls at Risk

Social arbiters who looked to the education and morality of girls as indices to social health, however, had cause for alarm as the nineteenth century progressed. The outpouring of advice literature was inspired not only by the increased value attached to the production of refined girls, but also by the increasing threats posed by urban culture. The growth of cities in the nineteenth century, the expansion of the market economy, and the inability of young women to make money in the countryside at home and abroad meant increasing numbers of young women still in their teens were flocking across oceans and into cities to find whatever work they could as domestic servants or, by the late century, as shop-girls. Their presence, unsupervised in the city streets, put them at risk and produced a strong institutional and polemical response. Church groups of all kinds participated. Especially valuable, because rare, is an 1872 publication offering Advice to Irish girls in America (6, 2619) from Sister Mary Francis Clare, “the nun of Kenmare,” encouraging Irish girls working as domesticos to resist equally temptation and Protestantism.

The “Girl of the Period”

Polemiciasts on both sides of the Atlantic in the 1870s worried about the character of the girl who appeared in the streets, prompting a major social debate sparked by Englishwoman Eliza Lynn Linton’s The Girl of the Period (represented here.) (15, 3454) The GOP, as she came to be referred to, was brash and modern. She was “a creature who dyes her hair and paints her face, as the first article of her personal religion-- a creature whose sole idea of life is fun; whose sole aim is unbounded luxury.” Americans joined the debate, with some denying the corruption of the American GOP and others attempting to record “her ways and views.”

Advice for Working Girls

It was clear, as many urban reformers acknowledged, that as long as men drank, fathers died and crops failed, girls would need wage work and would need to leave the home to find it. From the early nineteenth century, some reformers threw their energies into providing healthy influences for the working girl. Philanthropists, educators and reformers created institutions-- and a literature well represented here-- designed to warn, educate, study and protect such girls. Early societies were religious and moral in focus. Later associations focused on study and reform. Long-time Hull House supporter and associate of Jane Addams, Louise deKoven Bowen, devoted a lifetime to her philanthropic work with Chicago youth, represented here in studies of Chicago’s public dance halls, girls employed in hotels and restaurants and suggestions of “safeguards for city youth at work and at play.” Bowen also wrote a history of the organization she co-founded, the Juvenile Protective Association, and an exhortatory tale, The Straight Girl on the Crooked Path; a true story. (11, 8616; 11, 8433; 12, 9929)
Study was supplemented with admonition and vocational guidance. When the Civil War created both more work opportunities and a class of “superfluous women”, in girls who would never marry, American advisers became more practical about girls’ work. An 1891 guide for the girl Thrown on her own resources suggested concretely “what girls can do.”(8, 4038) Other manuals on both sides of the Atlantic provided helpful surveys of the respectable occupations open to young women. One writer dedicated her practical advice to the members of the 38th Street Working Girls’ Society, who, “busy all day in factory, shop, or office, had not time for household life and thought.”

**New Girls**

The fact was that by the turn of the century, girls’ lives were no longer bounded by domesticity in fact or in theory. Girls who had studied and competed with boys in coeducated high schools, who had attended proud and independent women’s colleges, or who were working in new women’s professions, came to take their obligations to society with a new seriousness. Many advisers, veterans of women’s organizations during the Civil War or the new more militant post-war reform climate, urged them on. In a passionate 1888 document, *How to Win: A Book for Girls*, (8, 3748) the leader of the Women’s Christian Temperance Union, Frances Willard, affirmed girls’ mission to a greater society: “Yes, the world wants the best thing; your best, and she will smite you stealthily if you do not hand over your gift.” Other organizations, such as the Girl Scouts, picked up this message in the next century.

By then, the good daughter increasingly had become the New Girl, depicted by illustrators Charles Dana Gibson and Howard Chandler Christy here as independent and self-motivated. In 1878, Dr. Mary Studley had threatened disobedient college girls with pain and suffering.(15, 2996) By 1902, Eva Lovett’s book *The Making of a Girl* (16, 5335) told girls that it was most important that a girl “do what she is satisfied is the right thing to do.” Over the decades, girls had been increasingly granted more separation from their mothers and families, so that when this collection ends in the 1920s, some advisers were actually able to grant them destinies of their own.
NOTES


Author/Title Listing

Albany academy for girls
Reel 11, No. 6279

Albany Academy for Girls
Exercises of the alumnae of the Albany Female Academy, on their third anniversary, July 18, 1844. Albany, Printed by C. Van Benthuysen & co., 1844.
Reel 4, No. 8690

Ames, Eleanor Maria (Easterbrook), 1831-1908
Where you are. Talks with girls, by Eleanor Kirk [pseud.] Brooklyn. N.Y., The author [1897].
Reel 16, No. 3791

Reel 1, No. 21

Appleton, Elizabeth
Private education; or, A practical plan for the studies of young ladies. With an address to parents, private governesses, and young ladies. 2nd ed., rev. London, Printed for H. Colburn, 1816.
Reel 2, No. 730

Arthur, Timothy Shay, 1809-1885
Advice to young ladies in their duties and conduct in life. Boston, Phillips and Sampson, 1848.
Reel 4, No. 1246

Atherton, Sarah Henry
Survey of the wage-earning girls below sixteen years of age in Wilkes-Barre, Pennsylvania, 1915. New York, National Consumers' League [1915?].
Reel 11, No. 7628

Austin, John Mather, 1805-1880
Golden steps to respectability, usefulness and happiness. Being a series of lectures to youth of both sexes, on character, principles, associates, amusements, religion, and marriage. Auburn, Derby, Miller and company, 1850.
Reel 4, No. 1599

Bailey, Ebenezer, 1795-1839
The young ladies' class book; a selection of lessons for reading, in prose and verse. Boston, Lincoln, Edmands and co., New York [etc., etc.] 1832.
Reel 13, No. 973

Ballard, L Anna
Danger to our girls. Chicago, Woman's temperance publication association [n.d.]
Reel 17, No. 9942

Barbauld, Anna Letitia (Aikin), 1743-1825
Reel 4, No. 1608

[Bayle-Mouillard, Elisabeth Félicie (Canard)], 1796-1865
Reel 2, No. 976

Bayles, George James, 1869-1914
Reel 10, No. 5048
Beedy, Mary E
The joint education of young men and women in the American schools and colleges, being a lecture delivered before the Sunday Lecture Society on 27th of April 1873. London, Sunday Lecture Society, 1873.
Reel 6, No. 8725

Behaving; or, Papers on children's etiquette. By the author of "Ugly girl papers." Boston, D. Lothrop & co. [1877]
Reel 6, No. 2531

[Bellamy, Daniel], 1687-
The young ladies miscellany; or, Youth's innocent and rational amusement. Prefixed, a short essay on the art of pronunciation, and the great advantage arising from an early practice of it in publick. London, Printed by E. Say, for the author, 1723.
Reel 1, No. 57

Belloc, Bessie Rayner (Parkes), 1829-1925
Remarks on the education of girls, with reference to the social, legal, and industrial position of women in the present day ... Third edition. London, J. Chapman, 1856.
Reel 5, No. 1619

Bingham, Caleb, 1757-1817
The young lady's accidence; or, A short and easy introduction to English grammar. Designed, principally, for the use of young learners, more especially those of the fair sex, though proper for either ... 5th ed., corr. Boston, Printed by I. Thomas & E. T. Andrews, 1791.
Reel 1, No. 74.1

Bingham, Harry, 1821-1900
Reel 9, No. 3843

Black, Alexander, 1859-1940
Miss America; pen and camera sketches of the American girl ... With designs and photographic illustrations by the author. New York, C. Scribner's sons, 1898.
Reel 16, No. 3849

Black, Alexander, 1859-1940
Modern daughters; conversations with various American girls and one man, by Alexander Black... With designs and photographic illustrations by the author. New York, C. Scribner's sons, 1899.
Reel 9, No. 3850

Blackwell, Elizabeth, 1821-1910
Reel 4, No. 1627

Bloomfield-Moore, Clara Sophia (Jessup), 1824-1899
Social ethics and society duties through education of girls for wives and mothers and for professions. Compiled by Mrs. H. O. Ward [pseud.] Boston, Estes and Lauriat [c1892]
Reel 8, No. 3859

[Bloomfield-Moore, Clara Sophia (Jessup)], 1824-1899
Reel 7, No. 3128

Bolton, Sarah (Knowles), 1841-1916
Lives of girls who became famous. New York, T. Y. Crowell & co. [1886]
Reel 7, No. 3134

Booth, Orrin B
Reel 10, No. 8268
Author/Title Listing

**Boston society for the care of girls**
One hundred years of work with girls in Boston. Boston, Boston society for the care of girls, 1919.
*Reel 13, No. 8434*

**Bowen, Louise Hadduck (de Koven), 1859-**
The juvenile protective association.[In The woman citizen's library. Chicago, c1913.]
*Reel 11, No. 8433*

**Bowen, Louise Hadduck (de Koven) "Mrs. J.T. Bowen", 1859-**
The girls employed in hotels and restaurants, by the Juvenile protective association of Chicago.[Chicago, Hale-Crossley printing co.] 1912.
*Reel 11, No. 8616*

**Bowen, Louise Hadduck (de Koven) "Mrs. J.T. Bowen", 1859-**
*Reel 12, No. 8479*

**Bowen, Louise Hadduck (de Koven) "Mrs. J.T. Bowen", 1859-**
The road to destruction made easy in Chicago. Issued by the Juvenile Protective Association of Chicago. [Chicago, Hale-Crossley printing co.] 1916.
*Reel 12, No. 9928*

**Bowen, Louise Hadduck (de Koven) "Mrs. J.T. Bowen", 1859-**
Safeguards for city youth at work and at play, with a preface by Jane Addams. New York, The Macmillan co., 1914.
*Reel 11, No. 6368*

**Bowen, Louise Hadduck (de Koven) "Mrs. J.T. Bowen", 1859-**
The straight girl on the crooked path; a true story [by] Louise de Koven Bowen, issued by the Juvenile Protective Association of Chicago, June, 1916. Chicago, The Hildmann Ptg. co. [1916].
*Reel 12, No. 9929*

**Bowen, Eliza (Southgate), 1783- 1809**
A girl's life eighty years ago; selections from the letters of Eliza Southgate Bowne; with an introduction by Clarence Cook; illustrated with portraits and views. New York, C. Scribner's Sons, 1887.
*Reel 7, No. 3144*

**Brackett, Anna Callender, 1836- 1911**
*Reel 14, No. 2556*

**Bremner, Christina Sinclair**
*Reel 16, No. 3898*

Bright ideas for money-making; over two hundred practical ideas for women for the making of the needed where-wiithal, among them many which may be carried out at home; with a chapter devoted to suggestions for boys and girls. Philadelphia, G. W. Jacobs & co. [1911].
*Reel 10, No. 6378*

**Brooks, Elbridge Streeter, 1846- 1902**
Historic girls; stories of girls who have influenced the history of their times. New York and London, G. P. Putnam's sons, 1887.
*Reel 8, No. 3151*

**Burstall, Sara Annie, 1859- 1939**
*Reel 16, No. 3925*
Author/Title Listing

**Burstall, Sara Annie, 1859- ed**
Public schools for girls, a series of papers on their history, aims, and schemes of study, by members of the Association of Head Mistresses, ed. by Sara A. Burstall ... and M. A. Douglas ...London, New York [etc.] Longmans, Green & co., 1911.
Reel 17, No. 6396

**Burton, John, 1745 or 6. d. 1806**
Reel 13, No. 106

**Capp, William M**
The daughter; her health, education and wedlock ... Philadelphia and London, F. A. Davis, 1891.
Reel 8, No. 3941

**Cecilia, Madame, 1852-**
Reel 10, No. 6413

**Champney, Elizabeth (Williams), 1850- 1922**
Reel 7, No. 3178

**Child, Lydia Maria (Francis), 1802- 1880**
Reel 3, No. 1012

**Child, Lydia Maria (Francis), 1802- 1880**
Reel 14, No. 1015

**Christy, Howard Chandler, 1873-**
The American girl as seen and portrayed by Howard Chandler Christy. New York, Moffat, Yard & co., 1906.
Reel 10, No. 5733

**Clark, Uriah**
Reel 4, No. 1297

**Clarke, Edward Hammond, 1820- 1877**
The building of a brain ... Boston, J. R. Osgood & co., 1874.
Reel 6, No. 2595

**Clarke, Edward Hammond, 1820- 1877**
Sex in education; or, A fair chance for the girls. Boston, J. R. Osgood & co., 1873.
Reel 14, No. 2596

**[Cotes] Sara Jeannette (Duncan) "Mrs. Everard Cotes,", 1862- 1922**
Reel 8, No. 4022

**Cox, Sydney**
Friendly counsel for girls; or, Words in season ... New York, G. W. Carleton; London, Saunders, Otley, & co., 1868.
Reel 5, No. 2175
Coxe, Margaret, 1800-
The young lady's companion: in a series of letters by Margaret Coxe ... Columbus, I. N. Whiting, 1839.
Reel 3, No. 1029

Crawford, Mary Caroline, 1874- 1932
The college girl of America and the institutions which make her what she is ... Boston, L. C. Page & Company, 1905 [1904].
Reel 10, No. 5140

Croly, Jane (Cunningham), 1829- 1901
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Golden steps to respectability, usefulness and happiness. Being a series of lectures to youth of both sexes, on character, principles, associates, amusements, religion, and marriage. Auburn, Derby, Miller and company, 1850.
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Pinckney, Charles Cotesworth, 1812-1899
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Mathews, Joseph M'Dowell, 1804-1879
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Weaver, George Sumner, 1818-1908
Hopes and helps for the young of both sexes. Relating to the formation of character, choice of a vocation, health, amusement, music, conversation, cultivation of intellect, moral sentiment, social affection, courtship, and marriage. New York, Fowler & Wells, 1857.
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Knox, Adeline (Trafton), 1845-
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The joint education of young men and women in the American schools and colleges, being a lecture delivered before the Sunday Lecture Society on 27th of April 1873. London, Sunday Lecture Society, 1873.
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The building of a brain ... Boston, J. R. Osgood & co., 1874.
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